| ERIC Document Resume | See Instruction Sheet | DATE OF RESUME | DATE RECEIVED |
|---|---|---|---|

A. PUBLICATION DATA

| 1. ERIC NUMBER | 2. ORIGINATOR CONTROL NO(S). | 3. IDENTIFICATION NO. | DO NOT WRITE IN SPACE BELOW |
|---|---|---|---|
| ED002077 | NA | NA | |

4. AUTHOR(S):
Chicago Public Schools

5. TITLE OF DOCUMENT ABSTRACTED:
A Guide to the Study of the Report to the Board of Education by the Advisory Panel on Integration in the Public Schools

6. PUBLICATION TITLE:
NA

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
ORG. Chicago Public Schools
ST.
CITY, STATE Chicago, Illinois
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE
Chicago Public Schools
Chicago, Illinois

| 10. VOL. | 11. PAGES | 12. MO./YR. | 13. TOTAL PP. |
|---|---|---|---|
| NA | NA | Apr/64 | 15 |

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
guide

16. INDEXING TERMS (6-12)

| | | | |
|---|---|---|---|
| study guide | integration | counseling | |
| quality of education | de facto segregation | teacher assignments | |
| Armstrong Bill | teacher education | faculty integration | |
| | inservice education | | |

17. ABSTRACT (MAX. 250 WORDS)

As an aid to careful, thoughtful reading of the report, this guide was prepared. Since the report indicated that the schools have a responsibility to assist individuals and groups to understand the problems presented, preparation of the guide was made in the form of questions to accompany each section of the report. Special readings on the Armstrong Bill are included in the supplement, as well as reference readings and supplementary activities.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

| 19. SUPPORTING ORGANIZATION | 20. DIVISION OR DEPT. | 21. CONTRACT NO. / PROJECT NO. |
|---|---|---|
| | 22. TOTAL COST OF PROJECT | |
| | 23. DURATION OF PROJECT | U.S. Department of Health, Education, and Welfare Office of Education |

ERIC Form 1

ILLINOIS--CHICAGO

ED002077

# A GUIDE
# TO THE STUDY OF
# THE REPORT TO THE BOARD OF EDUCATION
# by
# THE ADVISORY PANEL ON INTEGRATION IN THE PUBLIC SCHOOLS

prepared by
Members of the Staff of the Chicago Public Schools
April 6, 1964

On March 31, 1964, the five man panel presented its report orally at a meeting of the Board of Education. Simultaneously, a limited number of multilithed copies, each marked as an "Unedited Draft," was made available. A final, edited draft accompanies this study guide.

The Panel Report indicates that the schools have a responsibility to assist individuals and groups to understand the problems presented in this Report. As a first step in this process, this guide has been prepared as an aid to careful, thoughtful reading of the Report.

The Report of the Panel is divided into several parts as follows:

Letter of Transmittal
Resolution Establishing the Panel
Part *I* - Background
Part *II* - De Facto Segregation and Quality of Education in the Chicago Public Schools
Part *III* - Recommendations
Part *IV* - Concluding Observations
Appendices

This guide is limited to the material presented in the Panel Report with the exception that there is no guide to reading of the appendices and there is some information in a supplemental section.

Reactions to this guide will be welcomed.

Office of Education-EEOP
Research and Materials Branch
Bennett O. Stalvey

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

## Background of the Panel Report

### Letter of Transmittal
and
### Resolution Establishing the Panel

Pages *V* and *VII*

It is suggested that the "Resolution Establishing the Panel," page *VII*, be read before the letter of transmittal, page *V*.

Questions

1. In its Resolution (page *VII*) what did the Board of Education state its policy to be with respect to educational opportunity for children in the schools?

2. What did the Board of Education acknowledge in the Resolution establishing the Panel?

3. What task was assigned to the Panel in the Resolution?

4. How did the Panel describe its task in its letter of transmittal? (page *V*)

## Part *I* of the Panel Report

### Background

Pages 1 - 12

Included in Part *I* of the Panel Report are four sections:

Introduction
Demographic and Social Background
Legal Background
Integration in a Pluralistic Society

### Questions

1. What definitions are given or implied in the introduction for the terms de facto segregation (page 4) and de jure segregation (page 4)?
2. What factors are stated as causes of de facto segregation?
3. In what ways does the Negro in-migrant resemble and in what ways does he differ from previous non-Negro immigrant groups, as described on page 5?
4. What is the population trend in Chicago as to balance of Negro and white groups, and what are the implications for public schools?
5. What are the implications for the Chicago public schools of the trend toward movement of white families to the suburbs?
6. To what general school situation did the 1954 Supreme Court decision pertain (paragraph 29, page 8)? What questions did the local and Federal Courts consider, as indicated on page 9?
7. What are the provisions of the School Code as amended by the Armstrong bill of 1963? (See the last Section of this guide.)
8. What are some of the factors involved in integration in American society as indicated in paragraphs 34 and 35, page 10?
9. What is the "test of freedom" as defined in paragraph 38, page 11?
10. What is implied by the phrase "like other citizens" as used in the first sentence of paragraph 39, page 11?
11. How is the program of school integration related to the total program of integration in the city? (paragraph 41, page 12)
12. Why has the "question of school integration...become simply a theoretical matter...in the Nation's capital" according to paragraph 43, page 12?

Part *II* of the Panel Report

## De Facto Segregation and Quality of Education in the Chicago Public Schools

Pages 13 - 23

Part *II* of the report is a summary of the analysis made by the Panel of data which was provided to them by the Chicago public schools and by others, together with the Panel's interpretation of these data. Part *II* is divided into two sections:

De Facto Segregation
Quality of Education

### Questions for section entitled, "De Facto Segregation"

1. What are the Panel's definitions of integration as indicated on page 14 of the text and on page 55 of the appendices?

2. In your opinion, how does the presence in a school of Indian, Arab, Oriental, Mexican, or Puerto Rican children affect the integration of that school?

3. Compare the number of white schools, Negro schools, and integrated schools under Definition *I* and Definition *II* on page 14.

4. Examine the maps on pages 57, 66, 67 of the appendices. Note the locations of the schools designated as white, Negro, and integrated and their relationship to each other.

5. List the criteria, in order of priority, which you think should determine where a new school should be built.

6. If the law were to permit, what, in your opinion, would be the advantages and disadvantages of making a teacher's race a part of his personnel record? Of making a teacher's religion or national origin a part of his personnel record? (Paragraphs 53-56, page 16)

7. What, in your opinion, are the reasons why a teacher might like to teach in a particular school? Why might he not like to teach in a particular school?

8. What do you think might be the advantages and the disadvantages of a program which required teachers to teach in certain schools not of their choice?

9. What can parents or the community do to make teaching in their school desirable?

Questions for section entitled "Quality of Education"

1. In relation to paragraph 58 on page 16, read page 75 in the appendices to determine how the sample schools were selected.

2. In relation to paragraph 67 on page 18, does race or the educational level of adults in the community appear to be more important in influencing the number of temporarily certificated teachers in a school?

3. Why do you think that more of the experienced teachers are to be found in schools in areas of high educational level than in areas of low educational level, regardless of the Negro or white composition of the school?

4. The Report indicates that, in areas of low educational level, school attendance is lower and the drop-out rate is higher than in other areas. Why do you think this is true?

5. What do you believe to be the relationship between pupil mobility in areas of low educational level and success in school?

6. What inferences are to be drawn from the four generalizations in paragraphs 79-83, pages 20 and 21 which pertain to pupil achievement?

7. What inferences are to be drawn from paragraphs 84-92, pages 21 and 22, which deal with curriculum and teaching materials?

8. What inferences are to be drawn from paragraphs 93-100, pages 22 and 23, which deal with physical facilities?

9. Is there a relationship between the density of the population and the mean (average) size of schools as indicated in paragraph 96, pages 22 and 23?

## Part *III* of the Panel Report

### Recommendations

Pages 24 - 38

Part *III* of the Report consists of thirteen recommendations following a three page introductory section. It is suggested that the entire chapter be read through and subsequently that the recommendations be studied by topics as indicated below.

The thirteen recommendations made by the Panel may be grouped under five headings as follows:

A - School Organization

Rec. 1. Student Open Enrollment Patterns
Rec. 2. Optimal Utilization of Space
Rec. 3. Location of Schools and School Boundaries

B - Teacher Personnel

Rec. 4. Integration of Faculties
Rec. 5. Assignment of Teachers
Rec. 6. Teacher Education
Rec. 7. In-Service Education

C - The Program of Education (Saturation)

Rec. 8. Learning Resources
Rec. 9. Improving Achievement in Basic Skills
Rec. 10. Counseling and Guidance
Rec. 11. Saturation Program

D - Meeting the Costs (Rec. 12)

E - School-Community Relationship (Rec. 13)

### Questions

A. Introductory Pages 25-27

Note: Attention is called to pages 44-49 of Appendix B in which there is a discussion of research on Segregation, Mental Health, and Educational Opportunity.

1. What are the two main concerns of public education as outlined on page 25? Compare with paragraph 181 on page 42.

2. Turning to pages 24 and 25, to which function does the Panel give priority?

3. How does the Panel view the neighborhood school policy? (page 25-26)

4. What are the assumptions implied in paragraph 109, page 26?

5. In paragraph 110, page 27, what does the Panel suggest might be necessary in order to implement the recommendations which are made?

6. What are the premises, as listed in paragraph 111, page 27, on which the recommendations of the Panel are based?

7. Devise a definition for "racially segregated education" and "racially integrated schools" which would be consistent with the premises outlined in paragraph 111, page 27.

B. Recommendations Regarding School Organization Policies (Rec. 1-3)

1. What limitation on "freedom to choose the school he will attend" is suggested in paragraph 113, page 27?

2. Taking the "immediate first steps" recommended in Sections A through D, pages 27-29, consider the following questions:

   a. What constitutes a "prescribed area surrounding" a school?

   b. When is over-enrollment reached?

   c. After over-enrollment is reached, what is the principle to be used to ensure equitable assignment of all children?

3. How could a principle be established to ensure equitable treatment of all children with respect to free transportation? (paragraph 129, page 30)

4. What are the financial implications for taxpayers of free transportation?

5. How can school boundaries be drawn to maintain an integrated school as neighborhoods change?

C. Recommendations Regarding Teacher Personnel Policies (Rec. 4-7)

Note: The following is the full text of Illinois School Code, Section 24-4, portions of which are cited in paragraph 133, page 30. Underlining indicates italics in the School Code of 1961.

"Section 24-4. Religion or religious affiliation. The color, race, nationality, religion or religious affiliation of any applicant seeking employment either as a superintendent, principal, teacher or otherwise in the public elementary or high schools shall not be considered either a qualification or disqualification for any such employment. Nor shall color, race, nationality, religion or religious affiliation be considered in assigning any person to an office or position or to any school in the school system. If any member of a school board, superintendent, principal or other school officer violates the foregoing provision or directly or indirectly requires, asks or seeks information concerning the color, race, nationality, religion or religious affiliation of any person in connection with his employment or assignment, or if any person, agency, bureau, corporation or association employed or maintained to obtain or aid in obtaining employment of the kind described, directly or indirectly requires, asks, seeks, indicates or transmits orally or in writing information concerning the color, race, nationality, religion or religious affiliation of an applicant for such employment, with the intent to influence such appointment, he shall be liable to a penalty of not less than $100 nor more than $500, to be recovered by the person aggrieved thereby in any court of competent jurisdiction, and he shall also be fined not less than $100 nor more than $500 or imprisoned not less than 30 days nor more than 90 days, or be both so fined and imprisioned"

1. If the above law were changed so that race (or religion or nationality) would become a qualification (or disqualification) for employment and assignment, what principle could be established which would ensure equitable treatment for all teachers with respect to such matters as seniority, transfer, et cetera?

2. What are some of the reasons why teachers request transfers from one school to another? What effect might restrictions on freedom to choose one's school have on the supply of teachers for Chicago?

3. What criteria could be established to identify schools in which incentives would be offered to teachers? (paragraph 136)

4. What criteria could be established to identify the individual teachers for service in such schools?

5. How may the assignment preference of teachers be protected at the same time that measures are taken to alter the racial balance of faculties?

6. What emphasis within teacher education is proposed in paragraphs 139 and 140, page 32?

7. How could the in-service training proposals in paragraph 141, page 32, be implemented on a "systematic exposure" basis?

8. What financial implications are inherent in the proposals relating to teacher personnel policies?

D. Recommendations Regarding the Program of Education (Rec. 8-11)

1. What implications for personnel and policy are related to the recommendation for increased counselor services in paragraph 146, page 33?

2. What might result with regard to pupil enrollment and teacher availability if all schools with multiple problems were to become part of a saturation proposal as described in paragraphs 148-159?

3. Which of the elements of the saturation program listed on page 34 are already being carried on to some extent in the Chicago public schools? What other components of a saturation program have been tried or have been suggested previously? What other programs might be included in a saturation program?

4. Why have programs such as those suggested on page 34 and others not been utilized to a greater extent in the Chicago public schools?

5. What might be the advantages to all children if Chicago implemented such programs city-wide?

6. What are the financial implications for taxpayers involved in Recommendations 8-11?

E. Recommendations Regarding Meeting the Costs (Rec. 12)

1. What are the implications for all Chicago public school pupils when per pupil expenditures in Chicago are compared with suburban expenditures, as indicated in paragraphs 161 and 162 on page 36?

2. What steps should be taken to secure funds to provide education at the per pupil expenditure level indicated for suburban schools?

3. What criteria could be developed to determine which schools in the city will have a higher level of expenditures.

4. What considerations should be used to establish over-all priorities with respect to educational expenditures?

F. Recommendations Regarding School-Community Relationships (Rec. 13)

1. What are the advantages and disadvantages of providing information in terms of race and "other significant" characteristics as suggested in paragraph 167, page 37?

2. In attempting to improve internal school communication, what should be the scope of the effort as indicated in paragraph 168, pages 37 and 38?

3. What other issues and problems require better internal school communication?

4. What would be the relationship to the Board of Education of a "Friend" committee as proposed in paragraph 169, page 38?

5. What other problems facing the Chicago schools deserve "outstanding community leader" support?

## Part *IV* of the Panel Report

## Concluding Observations

### Pages 39-43

"Concluding Observations," pages 39-43, supplements the preceding sections of the Report. It is suggested that before reading this fourth part of the Report:

1 - the Resolution Establishing the Panel, page *VII* be reviewed.

2 - the thinking of the Panel and its recommendations be summarized.

Questions

1. What does the Panel suggest is the responsibility of the public school system for the existence of "de facto segregation" and what is the responsibility placed upon the school system by the Panel for its elimination?

2. What are the steps which you would suggest could be taken to mobilize the community as proposed in paragraph 174, page 40?

3. Are there problems not touched upon in the Report which would have to be overcome in mobilizing the community?

4. What are the problems that could be anticipated if attempts were made to alter the political boundaries of the city as implied in paragraph 178, page 41?

5. How does the Panel appraise the present situation in Chicago with respect to desegregation? (Paragraph 179, pages 41 and 42)

6. What does the Panel suggest should be the overwhelming concern of the public school system?

7. What is the function and role of the school as suggested by the Panel in Part *IV*?

NOTE: No guide is provided for the appendices contained in the Report of the Panel.

## Supplement to this Guide

### Readings

Illinois School Code (Armstrong Bill)

House Bill 113 amends Secs. 10-20.11, 10-21.3, 34-18 and 34-22 of The School Code of Illinois. Secs. 10-20.11 and 10-21.3 apply to school districts of less than 500,000 inhabitants and Secs. 34-18 and 34-22 apply to cities of over 500,000 inhabitants such as the City of Chicago. Both the downstate and Chicago sections of The School Code are amended by substantially identical language.

As amended in House Bill 113 (Armstrong Bill), sub-section 7 of Sec. 34-18 now reads:

> "7. To divide the city into sub-districts and apportion the pupils to the several schools, but no pupil shall be excluded from or segregated in any such school on account of his color, race or nationality. The board shall, as soon as practicable, and from time to time thereafter, change or revise existing sub-districts or create new sub-districts in a manner which will take into consideration the prevention of segregation and the elimination of separation of children in public schools because of color, race or nationality. All records pertaining to the creation, alteration or revision of sub-districts shall be open to the public;"
> (new amending language underscored)

Sec. 34-22 as amended now reads as follows:

> "Sec. 34-22. Buildings. The board may erect, purchase or otherwise acquire buildings suitable for school houses, for school administration, and for deriving revenues from school lands, erect temporary school structures, erect additions to, repair, rehabilitate and replace existing school buildings and temporary school structures and may furnish and equip school buildings and temporary school structures and may purchase or otherwise acquire and improve sites therefore, the furnishing and equipping to include but not be limited to furniture, libraries, apparatus, building and architectural supplies, fixtures generally used in school buildings, including but not limited to heating and ventilating systems, mechanical equipment, seats and desks, blackboards, window shades and curtains, gymnasium and recreation apparatus and equipment, auditorium and lunchroom equipment, and all items incidental thereto.

The board may use the proceeds of the sale of common school lands or any income from investments of such proceeds in its treasury on the effective date of this Act for the purpose of erecting, purchasing or otherwise acquiring buildings suitable for school houses, erecting additions to, repairing, improving, modernizing, rehabilitating and replacing existing school buildings, purchasing or otherwise acquiring and improving sites for such purposes.

"In erecting, purchasing or otherwise acquiring buildings for school purposes, the board shall not do so in such a manner as to promote segregation and separation of children in public schools because of color, race or nationality."
(new amending language underscored) (Ill. Rev. Stats. 1963, Chap. 122, Secs. 34-18 and 34-22)

## Reference Readings

1. Annual Report of the General Superintendent, Chicago Public Schools, We Build Toward Excellence, 1961

2. Annual Report of the General Superintendent, Chicago Public Schools, Every Child is Special, 1962

3. Statement to the Board of Education by the General Superintendent of Schools, July 10, 1963

4. Chicago Public Schools Report (highlights of the program of Education in each District Superintendent's district), 1963, 1964

5. Report of the Special Summer Schools, Chicago Public Schools, 1963

## Supplementary Activities

1. Visit a mobile unit classroom in your community. Call the district superintendent in your area to secure the address.

2. Visit a school in your community. Call the district superintendent in your area to secure the address.

3. Attend a meeting of the Board of Education. Meetings are held on the second and fourth Wednesday of each month at 2 P.M. on the third floor at 228 North La Salle Street. General Committee meetings, open to the public, are usually held immediately before each regular meeting.

4. Make a tour by automobile of some areas in the city where many new schools have been built in recent years:

   a. Between 39th Street and 55th Street and between State Street and Drexel Avenue

      Attucks - 3813 S. Dearborn Street
      Hartigan - 41st and State Streets
      McCorkle - 4421 S. State Street
      Beethoven - 47th and State Streets
      Du Sable Addition - 50th and State Streets
      Farren - 5055 South State Street
      Terrell - 5410 South State Street
      Overton - 221 East 49th Street
      Mollison - 4415 South Parkway
      Price - 4351 South Drexel Blvd.
      Reavis - 50th Street and Drexel Blvd.

b. In the vicinity of 79th Street and Pulaski Avenue

Bogan High School - 79th and Pulaski (4000 W)
Hancock - 4350 W. 79th Street
Stevenson - 8010 S. Kostner Avenue (4400 W)
Crerar - 8445 S. Kolin Avenue (4300 W)
Dawes - 3810 W. 81st Place
Michelson - 3639 W. 78th Place

c. Between Congress and Lake Streets, from the Loop to about 4400 West

Skinner - 111 S. Throop Street (1300 W)
Brown - 54 N. Hermitage Ave. (1700 W)
Birney - 120 N. Wood Street (1800 W)
Suder - 2022 W. Washington Blvd.
Dett - 2306 W. Maypole Avenue
Dodge - 2651 W. Washington Blvd.
Grant - 145 S. Campbell Avenue (2500 W)
Herbert - 2131 W. Monroe Street (100 S)
Cather - 2908 W. Washington Blvd.
Calhoun - 2833 W. Adams Street (200 S)
Ericson - 3600 W. Fifth Avenue (400 S)
Hefferan - 4409 W. Wilcox Avenue (132 S)
Marconi - 230 N. Kolmar Avenue (4534 W)